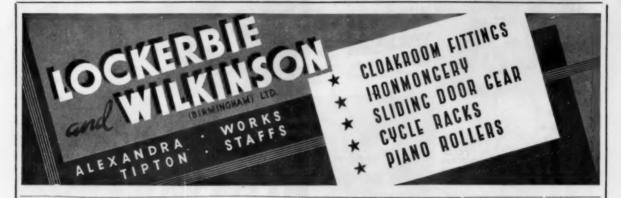
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EDUCATION REVIEW

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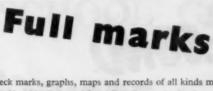
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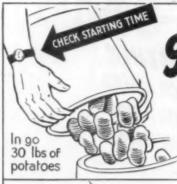
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SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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MARCH, 1956

Technical Education

Government's Five-year Plan to Cost nearly £100 million

Details of the Government's five-year plan for a major advance in technical education were announced in a White Paper (Cmd. 9703) published at the end of last month. Building to the value of £70m. is proposed for England and Wales, to begin in the next five years, with the expenditure of a further £15m. on equipment. In Scotland, the Government are prepared to authorize a building programme of £10m., with £2m. for equipment.

A total of £39m. worth of work is to be started during the first three years of the period and Sir David Eccles, Minister of Education, announced in the House of Commons that the programme will be exempt from cuts, delays and postponements of any kind, because the Government feel that it is fundamental to our economic prosperity.

Of technologists about two-thirds are educated at technical colleges and one-third at Universities. With regard to Universities the University Grants Committee are now grappling with the plans for the quinquennium 1957-62, and will be making their recommendations later this year. The Government, says the White Paper, in considering these recommendations will bear in mind the particular importance of technological education.

The immediate objectives for England and Wales are to increase by 50 per cent. the output of students from advanced courses at technical colleges, and, as part of a proportionate increase at the lower levels, to double the numbers released by their employers for part-time courses during the day.

The Government Programme

The programme outlined in the White Paper is designed first to enable technical colleges in England and Wales to increase the number of advanced course students from the present 9,500 a year to 15,000 "as soon as possible." It is pointed out, however, that every technologist relies on technicians and craftsmen and that it would be a great mistake to increase the output of technologists without adequately supporting them at lower levels.

The Government's second object, therefore, is to double the numbers of employed boys and girls under 18 who are released for part-time day study. The number thus released in 1954-55 was 210,384 in England and Wales.

In the technical colleges advanced "sandwich" courses will become a main avenue of advance to the highest

technological qualifications, says the White Paper. Sand-wich courses at this level last four or five years and involve alternate periods, usually three to six months, of theoretical education in a technical college and specially designed practical training in industry. Such courses have already been or are being developed for the building, chemical, electrical, mechanical engineering, mining and railway industries.

These advanced courses will suit the able worker already in industry and are also intended to attract boys and girls leaving school at eighteen. Sandwich courses at the highest level will, no sdoubt, be eligible for the new Award to be given by the recently established Council for Technological Awards under the Chairmanship of Lord Hives.

This Award is designed to provide the technical colleges with an alternative qualification to a university degree.

Colleges of Advanced Technology

The bulk of full-time or sandwich courses at technological level are to be concentrated in colleges of advanced technology. These are to be developed from existing colleges. They are to have strong governing bodies widely representative of industry and, within the framework of local government, an independence appropriate to the academic level of their work. They will be expected to strengthen their contacts with the universities, to develop a substantial amount of research, particularly research sponsored by industry, and to encourage their staff to undertake consulting work.

The Minister proposes to review the accommodation and equipment of each such college and to satisfy himself that the staff are adequately qualified and have appropriate freedom to plan their own courses.

Within the five year programme of capital development these colleges are expected to make considerable progress in increasing their volume of advanced courses and in divesting themselves of lower level work.

The building-up of these colleges it is stated will not prevent the development elsewhere of advanced courses, particularly part-time courses, Such courses are already provided in about 150 colleges.

Aid to Students

The new scheme is to be backed by an adequate system of financial aid to the students. It is proposed to increase the number of Technical State Scholarships and to allow ordinary State Scholarships to be held for courses leading to a Technological Award. Local authorities are being

asked to give assistance in the form of Major Awards at rates equivalent to those paid to university students.

The White Paper welcomes industry's growing practice of sponsoring students and paying the college fees and the student's wages during the course.

The Universities

The Government says they attach the greatest importance to the development of higher technology in the universities. The number of full-time university students of science (excluding medicine) and technology has risen from 12,949 in 1938-39 to 29,013 in 1955-56, an increase of 124 per cent. These students now represent 34 per cent. of the university student population as against 26 per cent. in 1938-39.

Of £241m spent or committed since the war on major building schemes (£50,000 or more) from moneys at the free disposal of the University Grants Committee, £7½m was allocated to buildings of interest to all faculties (halls of residence, student amenities, libraries, etc.) and £164m to buildings for teaching and research. Of this £164m, about 84 per cent. went to science in its various forms including technology and medicine.

Developments now in progress or due to be started before the end of 1957 include the £15m project for the expansion of the Imperial College of Science and Technology from 1,650 students to 3,000; and important projects at Birmingham, Bristol, Cambridge, Glasgow, Leeds, Manchester, Newcastle, Sheffield and Southampton.

Further Education of Girls

The Government consider that many more girls could train for scientific or technical jobs. Girls they say are a match for boys while they are at school but once they leave,

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many boys as girls are released for part-time courses, and among girls of eighteen only one in five pursues any form of education.

Although half the girls and women in the country between fifteen and thirty-five are "gainfully occupied "hundreds of thousands of them are n t making the test use of their talents because they stopped their education when they left school. Too many girls have the idea that whatever jobs they take they are only filling in time until they get married. A change of outlook is needed. Girls should recognise that further education will help them not only to gain the maximum pleasure and profit from their work, but, if they marry, to build their family on foundations of common interests and understanding.

There is, however, a shortage of teachers of science and mathematics in girls' schools and heads of girls' schools are urged "in the national interest" to influence girls who have decided to take up teaching to choose science or mathematics as their special subject.

Supply of Teachers

The new scheme will require many more teachers. There are at present some 40,000 part-time and about 9,000 fulltime teachers in technical colleges. Most of these part-time teachers come from industry, some being released by their employers to teach in the day-time. The Government hope that industry will release more of its employees for this work. The supply of full-time teachers has recently been growing at the very satisfactory rate of 700 to 800 a year.

Programme of Capital Development

The building programme for 1956-57 is about £9m. A programme of £15m will shortly be compiled for 1957-58 and since, for complex projects like technical colleges the present system of compiling annual programmes only about twelve months ahead of the beginning of the year in which the projects are due to be started is inadequate, a provisional programme—also of £15m—will be compiled immediately afterwards for 1958-59.

Later in the year the Minister will invite advance proposals for 1959-60 and 1960-61, and the 1959-60 programme as a whole will be approved not later than the spring of 1957.

At the lower levels many more local colleges will be needed both to relieve the colleges of advanced technology of their less advanced work and to provide a location for the day-time courses which will be substituted for some of the evening classes now held at secondary schools.

The Secondary Schools Today

In the secondary schools, says the White Paper, the pendulum is swinging towards science, and of boys who stay on into the sixth forms of grammar schools maintained by local education authorities about 60 per cent. now take science as their main subject. The equivalent figure for public schools is over 40 per cent.

Secondary technical schools already have the best record of any kind of school in sending their purpils on to technical colleges. But too many of these schools still select at 13.

There is also substantial talent in the secondary modern schools-in 1952/53 out of 2,700 winners of the Higher National Certificate of Mechanical Engineering 23 per cent. had been to modern schools-and these schools are being encouraged to develop suitable courses which attract boys and girls to stay on at school after they are fifteen.

The age groups from which industry and the technical colleges are now recruiting are the smallest for a hundred years. In 1955 the number of eighteen year olds in Britain was 640,000: in 1965 it will be 850,000.

Technical Golleges

There are about 500 technical or commercial establishments in England and Wales. About 80 per cent. of their

work is vocational and most of it is part-time. The British system of technical education is probably more flexible than any other; it offers a variety of opportunities for boys and girls to make their way upward to the highest qualifica-

The number of full-time students has increased from 20,000 in 1937-38 to 45,000 in 1946-47 and 64,000 in 1954-55. The equivalent figures for part-time students are 89,000; 200,000; and 402,000; and those for evening students are 1,094,000; 1,166,000; and 1,575,000.

The White Paper concludes by urging parents, employers, trades unions, and the general public to support the plan. The old idea that further education is needed only for a small section of the people is dead. Everyone can see the value of giving all children, wherever they come from and whatever their financial circumstances, the best possible chance to develop their own talents and to contribute to the national well-being. Technical education must be brought within the reach of all in this country.

FIRST STEPS TAKEN

Sir David Eccles, The Minister of Education has taken immediate steps to put into operation part of the Govern-

ment's new plan for Technical Education.

On the very day on which the White Paper appeared a letter was sent to all Education Authorities asking them to send to the Ministry as soon as possible, and not later than 30th of April next, particulars of any additional projects which they wish to include in their 1958-59 Further Education building programme.

Authorities have also been told that the Ministry will

send them approval of their 1957/58 programmes by the end of April next and their 1958/9 programmes by the

middle of next June.

Women Teachers Distribution Scheme to End.

The "rationing" of women teachers among local education authorities, in operation since 1948, is to be brought to an end this autumn. Authorities have been told by Sir David Eccles, Minister of Education, that as the specific grounds ter controlling distribution of women teachers had largely disappeared the scheme would be discontinued at the end of the current educational year.

Announcing this dicision, following the acceptance of a recommendation by the National Advisory Council on the Training and Supply of Teachers, the Minister stated that he was unable to accept a further recommendation of the National Advisory Council for the adoption of some scheme for setting a maximum establishment figure for both men and women teachers for each individual local education authority.

Local education authorities who have little trouble in recruiting women teachers are asked to "exercise a wise restraint" in fulfilling their staffing requirements, so that areas where recruiting is difficult will not suffer. Authorities are also urged to re-double their efforts to make the fullest possible use of married teachers resident in the area with family or other responsibilities, and also of men and women teachers, who, though eligible for a pension, are still able and willing to give good service.

The scheme now being abolished was adopted as an urgent measure to help authorities in areas where there was a severe shortage of women teachers, particularly in infant schools. Each authority was given a "ceiling" figure representing the maximum establishment they could recruit. The pressure on infant schools has now started to decline.

International Children's Film Centre

An international centre for children's films is to be opened shortly in Brussels. It will receive a grant of 5,000 dollars from Unesco and will also have the support

of the Belgian Government.

The centre is being established as the result of a conference convened by Unesco at Edinburgh during the International Film Festival in September, 1955. The conference, which was attended by international film experts and youth organization leaders, recommended the setting up of an international centre to co-ordinate information on the production, distribution and exhibition of films for children and young people. The centre's activities should include the compiling and publishing of lists and catalogues of films, and the results of research on the influence of films and on children's tastes. It was also hoped that the centre would take an active part in promoting national children's film centres and assist in preparing different language versions of children's films likely to encourage understanding between the youth of different countries.

The conference's recommendations were studied by Unesco with the aid of a provisional council of representatives of the film industry and youth organizations, under the chairmanship of Miss Mary Field of the

Children's Film Foundation.

Monsieur Jacques Toussaint, Belgian representative of the International Union of Cinema Owners at the Edinburgh conference, has been appointed Secretary-General of the new centre.



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Libraries in Colleges of Technology and Further Education

A memorandum for the purpose of urging the need for a higher priority for college libraries and the allocation of more money for college libraries has been submitted by the Council of the Library Association for consideration by the Scientific and Technical Information Committee of the Advisory Council on Scientific Policy, of the Lord President of the Council.

Referring to the contribution of large and small technical colleges and national colleges to the training of technologists and skilled rank and file in industry the memorandum deals in some detail with various surveys and reports on the subject of libraries in technical institutions.

In 1944, says the memorandum, the A.T.I. and A.P.T.I. referred to the need for additional grants to inaugurate such libraries and during 1952 the Library Association, with the co-operation of the A.T.I. and A.P.T.I., conducted a detailed survey of existing conditions in technical college libraries. The most recent survey is that conducted by the Regional Advisory Council for Higher Technological Education in the London area, in 1954. This revealed a very uneven and, in most cases, inadequate library service. The Council accordingly prepared and published their recommended standards of accommodation, books and equipment. The adoption of the various recommendations contained in these documents would involve considerably more expenditure than in the past and the inadequacy of funds it is stated has been a principal factor in the slow development of college library services.

There are 555 establishments for technical and further education, sub-divided as follows: Polytechnics-12. Technical Colleges—150. Technical Institutes-90. Colleges of Technology-10. Colleges of Technology (Commerce and Art)-17. Colleges and Schools of Art-133. National Colleges—8. Colleges of Further Education-39. Colleges and Schools of Commerce-24. Miscellaneous-72. Of these only 160 possess 300 or more books housed in a room called a library. In many cases the room is used for other purposes, such as lectures or office use, and is open as a library only at specific times during the day. Of the 160, 121 have some person other than a member of the teaching staff in charge, and only 59 qualified librarians (in 52 College Libraries) are employed in all. The hours when these libraries are open to students vary from 5 to more than 60 hours per week. The limited hours of opening are not surprising, as only 24 have a staff, including the librarian, of two or more full-time individuals. Approximately the same number employ a part-time assistant in addition to the librarian.

The standard of the book stock varies in accordance with the grants available to the library. A yearly allowance for books, periodicals and library equipment may vary from £50 to over £2,000. The London Regional Advisory Council survey of the 122 Colleges in its area, reported that only 7 colleges have a stock of over 10,000 items, and only 18 others possess stocks between 5,000 and 10,000. In 22 colleges the stock is less than 1,000 items. Only 7 colleges spend £1,000 or over; 26 spend less than £200 (14 of these less than £100).

Libraries in Technical Colleges, especially those in the larger colleges, are required to cater not only for the full-time staff and students, but for a large number of part-time students and staff drawn from industry within the college areas. Where the libraries are properly established and maintained, both categories of students are introduced to the use of technical literature and information services. The more advanced students and the staff would also use these facilities to solve problems arising from their particular study or research. This would result in a useful interchange of information between the colleges and industry, and would strengthen a tie that is essential for the well-being of both.

The Library Association Council, concludes the memorandum, is convinced that the provision of adequate library services in these colleges would make a considerable contribution to the successful dissemination of technical information and would also assist the Government's policy in the training of qualified technologists in this country. The following recommendations are accordingly made to achieve this purpose:

- (i) (a) A statement of Government policy regarding libraries for the various grades of Technical Colleges is urgently required. This statement would be helpful in guiding local education authorities and the Ministry of Education (for the National Colleges) as to the development of existing libraries and the establishment of new ones.
- (b) In considering this development, due regard should be paid to co-ordinating the libraries with the services already provided by public, university and other libraries within the areas served or to be served by the colleges.
- (ii) Special grants are required to inaugurate and maintain libraries at a reasonable standard of efficiency. All these libraries should be actively encouraged to co-operate in regional schemes of technical library provision especially in those subject fields covered by advanced courses offered by the college. An extension of the 50 per cent. subsidy on H.M.S.O. publications to all technical college libraries would also assist. (Public Libraries and University Colleges already enjoy this facility).
- (iii) Nationally negotiated salaries for qualified library staff should be undertaken by the appropriate Whitley Councils.
- (iv) Training in the use of libraries and books should be part of the curriculum at all Technical Teacher Training Colleges.

The Chancellor of the Exchequer has appointed Lady Albemarle and Lord Justice Morris to be additional members of the University Grants Committee, on matters relating to academic salaries only.

For the first time in the history of New York, a Negro doctor, John Hope Franklin, has been chosen to become a full professor and head of the history department at a college. He is to take up the position at Howard University.

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As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

Circular 298. Capital Investment

Circular 298 from the Ministry of Education on the Capital Building Programme will, of course, give rise to political controversy. One side will see in it a mortal blow to progress. The other side will hold that the Building Programme is, in the main, unaffected by the terms of the Circular. In fact, both extreme points of view are wrong. The Programme is bound to be affected. That is the intention of the Chancellor. Nevertheless, its affect will lie in postponement rather than in cancellation.

It is not always realised by the man in the street that the educational programme of every local authority is determined not by the whims of the Committee, but by the stark fact that after the war there was a sharp rise in the birth rate, and a large housing programme. Additional school places had to be found both for the extra children born in the postwar years and those living on new housing estates. At the moment the "bulge" groups are in the primary schools. Next year the vanguard will pass into the secondary schools, and the pressure on secondary school accommodation will remain until at least 1960. Even if building and financial conditions were ideal it would be a difficult task to accommodate these extra children. With matters as they are it is going to be a race with time and circumstances.

The Circular states that the 1955-56 Programme is unaffected by the policy of the Chancellor of the Exchequer. It suggests, however, that certain projects scheduled for this year will spill over into next year simply because Authorities have been unable to start work in time. This is a true assessment. It is no secret that many authorities have found it difficult to carry out this year's programme.

The Ministry's Circular recognises this fact and states that so far as next year's programme is concerned, projects should be submitted in the usual way, but that the Ministry will decide if the starting date of any project should be postponed. This policy will be continued into the 1957-58 programme. This programme will largely be determined by the amount of work which is carried forward from previous years.

It is clear that the Government recognises that the main educational building programme must be carried forward. They recognize the existence of these additional children. They are hoping, however, that even with postponement, they will be able to meet the position which will arise in 1960, when the pressure on secondary schools will be at its height. Also it seems likely that they are counting upon a reduced housing programme to reduce the need for new schools on housing estates. The point must be made that, in doing this, the Government are taking a big risk. A three-stream secondary school takes at least two years to build. This means that 1958 is the latest year for projects to commence. Much will depend upon the attitude adopted by the Minister of Education and his officials. It is clear from the Circular that in the allocation of starting dates the Ministry propose to have the last word.

It is noteworthy that so far as the Further Education Programme is concerned, no change is proposed in the arrangements. Further Education projects will be approved in the normal way as they come forward. In the case of minor works, the Minister relies upon authorities to defer for the time being any jobs which are not urgent.

Grammar School Entrance Examinations

By this time the Grammar School Entrance Examinations, however disguised, will have taken place throughout the country. This does not mean that anxiety has been removed from the minds of children and parents. Before the examination they were worried about the examination itself. Now they are worried about the results.

One of the great changes which has taken place in educational administration since the war is the interest which parents are now taking in this examination. Before the war it was not uncommon for parents to refuse a place in a Grammar School. That rarely happens today. Now many parents write to the Education Office to find out when the results will be known. The examination papers are discussed and criticized. One finds groups of mothers outside a school, or in little shops, discussing the questions which were set and assessing the chances of their children.

Parental interest is, of course, most commendable; but it is true to say that nowadays many parents do themselves and their children great harm by a kind of hysteria over the whole business. One hears of special coaching being given, of disproportionate rewards and punishments awarded for success or failure. Surely the ultimate folly has been reached when some parents give their children drugs as a preparation for the examination.

It is difficult to know what the final answer to this problem is. Some authorities rely on the Comprehensive School as a solution. This type of school might help, although one has to realise that at some stage selection is inevitable. It is possible that trouble will arise in the Comprehensive Schools when disappointed parents realise that their children are not following the Grammar School curriculum. The fact that all children wear the same cap and blazer might be a poor consolation to such parents.

In some areas there are not enough Grammar School places available. Surely the obvious solution would be to provide for more Grammar School places in these areas. This solution is so simple that it is surprising it has not been advocated more strongly. The number of Grammar Schools being built at the present time must indeed be very small.

The Secretary of State for Scotland appointed Dr. W. B. Inglis, Director of Studies of Moray House Training College, to be Chairman of the Scottish Leadership Training Association as from March 1st, in place of the late Mr. Hughes Somerville.



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Technical Training for Industry

A one-day conference on the future organization of technical training for young men in British industry has been arranged jointly by the Ministry of Education and the British Association for Commercial and Industrial Education. The conference, on "The Development of Sandwich Courses," will be held at the Royal Festival Hall, South Bank, London, S.E.1., on Thursday, March 22nd.

The term "sandwich course" applies to a course of study pursued in alternate periods, usually from three to six months each, consisting of theoretical education in a technical college, and specially designed practical training in industry. The course normally extends over four or five years, according to the requirements of the particular industry concerned, and may carry the student to a standard equivalent to a university honours degree. At the end of last year some 1,500 students were attending sandwich courses in engineering and applied science.

Between three and four hundred delegates, directors of training and similar officials, representing all the major industries in the country, are expected to attend. Speakers will include Mr. F. Bray, Under Secretary, Head of Further Education Branch, Ministry of Education; Mr. G. S. Bosworth, Chief of Technical Personnel Administration, The English Electric Co., and Dr. P. F. R. Venables, Principal of the Royal Technical College, Salford, Lancs.

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To Suggestion of Strike on Politics Test

Members of the N.U.T. in Middlesex have voted by a three to one majority against withdrawal of their services to secure the removal of the ban which the Middlesex County Council imposes upon the appointment of Communists and Fascists to headships of their schools.

The test started in 1950. Applicants for posts as head teachers or principals of technical colleges are asked to state in writing if they are or have been members of the Communist or Fascist parties.

The figures show that 54.3 per cent. of the 8,000 Middlesex members of the Union voted in the Referendum in which they were asked to reply "Yes" or "No" to the following question:

Having read the document sent with this question paper, are you willing, should the Executive of the National Union of Teachers so instruct, to give to the General Secretary of the Union your notice to terminate your employment with the Middlesex County Education Authority (in accordance with the terms of your contract), for such use as may be determined by the Executive of the Union?

Of those voting (54·3 per cent. of those eligible to vote) 1,158 (25·3 per cent.) replied "YES," and 3,405 (74·7 per cent. replied "No."

The percentage of members voting was, says the Union, somewhat higher than the percentage normally voting in the national executive and presidential elections.

Voting papers were issued direct from headquarters to each member, but before this, meetings were held by all but one of the union's local associations in the county, at which the union's case against the ban was explained. It was made clear that the voting was absolutely secret.

The result was reported to the February meeting of the union's executive who decided to report it to the annual conference at Easter, and that no action should be taken before then.

There has been no change in the union's policy on religious and political discrimination against teachers.

Central Advisory Council for Education (Wales)

The Minister of Education, Sir David Eccles, has appointed the following to be members of the Central Advisory Council for Education (Wales) for a period of three years, as from February 1st.

Professor D. W. T. Jenkins, of Bangor.

Mr. C. E. Gittins, Director of Education for Monmouthshire.

Mr. A. J. Nicholas, O.B.E., of Blackwood.

Alderman Mrs. Dorothy Rees, of Barry. Mr. Alwyn D. Rees, M.A., Director of Extra-Mural Studies, University College of Wales, Aberystwyth.

Dr. G. W. Evans, University College of Swansea.

The above appointments will fill vacancies on the Council caused by the retirement of six members on the expiration of their term of service.

"Humanising" the Student of Science Mr. Alec Peterson's Proposals

A proposal that schools and universities should bring to an end the sharp division between the study of the sciences and of the arts was made in a broadcast talk last month by Mr. Alec Peterson, Headmaster of Dover College. It was Mr. Peterson whom General Templer called away from teaching in England to become Director-General of Information Services in Malaya at the height of the campaign against the Communists there.

In his talk, Mr. Peterson recognised the country's need for more scientists and technicians, but pointed to the danger of producing more and more scientists with little knowledge of the subjects of traditional humanist education—the classics, history and literature. "The scientist whose education has been rigidly limited from the age of fifteen onwards may be dangerous," he said, "because we believe that the person with a one-dimensional mind is dangerous to a free society."

"The solution surely lies in re-casting our ideas about this division in our education. We should re-cast them so that an understanding of scientific method becomes as much a universal discipline as, since the Renaissance, an understanding of language has been. (It is significant perhaps, that in the new entrance examination for the Navy, physics rather than a foreign language, has become

a compulsory subject.)

"What I am suggesting is that instead of making science an alternative to the traditional framework, we should invite it in and let the scientific method contribute its disciplines on an equality with and alongside the other traditional ones. In this way every boy and girl would become naturally familiar with the grammar of science and at the same time young scientists would learn their science within the traditional framework of education. It is important, I think, that the change is made within this framework and quite as important that the humanists should understand science as that the

scientists should be "humanised."

The finest University course ever devised in the purely humanist tradition has probably been Greats at Oxford. This consists of two halves: Ancient History (which has been preceded by an intensive study of the Greek and Latin languages) and Philosophy. Can we not now devise a new Greats in which one half would be devoted to one of the Sciences-Physics or Biology suggest themselves but it might be Chemistry within ten years-and the other to Philosophy, Economics or History? And would not this also benefit from a preliminary study of languages and literature-either ancient or modern? In fact a scheme of this kind was actually proposed before the Senate at Cambridge. I feel sure that many schools would welcome it with open arms: for it would mean that the boy proposing to read this "Science Greats" would no longer have to specialise at school in a watertight Science or Arts compartment. I have found myself that Botany, Zoology and English Literature make an admirable Advance programme for a boy interested in Psychology, and I see no reason why Physics should not be studied along with History or the Classical or Modern Languages. A reform of this kind would attract more brilliant boys to Science because they would not be compelled—as they now are—to abandon the arts entirely at the age of fifteen. But it would do more than this: it would provide the right education for the future administrator who cannot afford in these days to be ignorant of scientific method. Above all, it would provide the right education for the future science

teacher.

"This is not just an academic matter. It affects everyone and it is urgent. Since the war Russia has made a tremendous spurt in the race for scientific and technological leadership. Already her secondary schools are producing more potential scientists and engineers than those of the whole of the West put together. This race for leadership is being watched very critically by the uncommitted nations of Asia and Africa, and what they are interested in is material results. I believe myself that it is a race which we can still win without abandoning the humanist side of our education. It is certainly a race which we cannot afford to lose."

Nutrition Education

Food and nutrition experts will be represented at the Royal Society of Health's annual Health Congress to be held at Blackpool from April 24th—27th.

There will be a special Food and Nutrition Section held in conjunction with the Food Group of the Society of Chemical Industry on Friday, April 27th, when the subject for discussion will be "Nutrition Education."

Papers will be given on: (a) "The Education of the Schoolchild and the Adult in Nutrition," by Miss Elizabeth Walton, B.Sc., Northern Counties College of Domestic Science, Newcastle-upon-Tyne, and (b) "Deficiencies in Education Facilities," by Mrs. Joan Robins.



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BETTER MEALS

THE BACON INFORMATION COUNCIL

The Bacon Information Council has been set up, with the support of pig and bacon producers, to increase the popularity of bacon. It aims to tell people about the many ways of preparing this delicious and economical food, and encourage them to eat it at meals other than breakfast.

A wide publicity campaign is part of the Council's programme, which includes films, television, radio and heavy National press coverage.

CATERING ADVISORY SERVICE

Obviously, there is much we can do to help the caterer who wishes to serve bacon in interesting and economical ways. We have therefore instituted a Bacon Catering Advisory Service, headed by Mr. Henry Smith, the well-known consultant on food costing and portion control.

RECIPES AND COSTING CHARTS

As a basis for its work, the Catering Advisory Service has prepared a number of special catering recipes, with detailed advice on portion control, and costing charts which enable you to tell at a glance the cost per portion whatever the current price of bacon.

In addition the Catering Advisory Service will be glad to give advice and assistance on individual problems involving the serving of bacon. Special recipes can be prepared at short notice, and our team of cookery experts is available to answer specific questions. The Council's publicity campaign will greatly increase the popularity of bacon. It is up to you to take advantage of it — by making the fullest use of the Catering Advisory Service.

THESE EASY-TO-SERVE RECIPES ARE VERY POPULAR



Baked Fore Hock, dumpling and vegetables.



Bacon and Tomato sandwiche



Bacon steak and mushroon pudding.



Bacon Burgers.

WITH BACON

HOW TO MAKE BACON PAY

Here is a typical recipe prepared by the Bacon Catering Advisory Service, especially for schools and colleges. The accompanying costing chart, a portion of which is reproduced below, tells you at a glance the cost per portion, whatever the price of bacon. By using this chart in conjunction with the recipe, you can be sure of serving bacon at a cost which will compare favourably with other meat dishes.

HOW TO BAKE A GREEN (UNSMOKED) GAMMON

- 1 Wash. Soak for 2 hours only, in fresh, clean, cold water.
- 2 Drain and dry, wrap loosely in heavy waxed paper.
- 3 Place fat side up on rack in any shallow uncovered baking pan. (Do not allow a ham to bake in its own fat drippings as this will spoil the meat.)

 Bake in 325°F, oven for length of time as follows:—

WEIGHT OF GAMMON	IF GAMMON AT	ROON	TE	MPERATURE	IF GAMN	ION 18	CHI	LLED		
10-12 lbs.	18 minutes per 1b.				20/22 n	20/22 minutes per lb.				
13-14 lbs.	17	22	99	99	20/21	11	**	11		
14-16 lbs.	16	**	93	••	18/20	**	**	22		
Half Gammons	20-25	,	29	13	24/27	**	23	99		

Cooked Gammons should only be re-heated 10 minutes per lb. If meat thermometer is used, remove pan when the internal temperature reaches 150° to 155°F. For inserting the thermometer, be sure the bulb of the thermometer reaches the thickest part of the meat away from the bone.

Half an hour to 45 minutes before done, remove paper and rind, score fat, stud with cloves if desired and cover with Glaze. Finish baking at the same low temperature (325°F.) until well glazed. Use any of the following glazes:—Orange Glaze, Honey or Syrup Glaze, Jelly Glaze, Spice Glaze.

The free recipes and costing charts will help you to serve popular bacon dishes at low cost. If you would like to receive them as they become available write to Bacon Catering Advisory Service, Dept. S.G.2, Brook House, Park Lane, London, W.1.

Weight per	Rew weight required per 100 portions			weight	Pertion Cost in F			
portion			evailab		14/-	3/11	3/10	
OZS.	lbs.	ozs.	lbs.	ozs				
2	17	8	13	0	8.90	8.22	8.05	
24	50 .	-	14	12	9.60	9.40	8	
21/2	22	8	16	6	10.80	10.57	10	
2 9	25		18		12.00	11.75	11	
3	27	8	19	12	13.20	12.92	17	

BACON PUBLICITY IS CREATING A BIG DEMAND
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Junior Italians

By Miss G. H. PHILLIPS

Recently I was shown over an Italian Elementary State school. Although the schooling was certainly elementary, it was all the formal education which many of the children there would ever have; for free education ends at twelve in Italy.

The building was an agreeable surprise, for the living standards of the village in which it stood were primitive indeed; hens were often as much a part of the sittingroom as the scattered furniture. There were three classrooms, all spacious and light, decorated with bright pictures.

A small Italian "bambino" enters the first class room when he is six and stays there until he is eight, learning to read and write and do arithmetic. He, or she, I should say, for a boy and a girl sit side by side in each double desk. Male or female they all wear the black overall with the frilled white collar which is common to all elementary schoolchildren in Italy, making them deceptively cherubic in appearance. A coloured ribbon bow denotes to which class they belong.

In the second classroom between thirty and forty bright pairs of eyes watched my progress with an almost disconcerting intentness. These were the nine and ten year olds, ripe for mischief and apparently under the wonderul impression that this Inglese who only knew a few words of Italian was to be their new teacher! Expectations soared as they sat strictly "to attention" with arms folded; the formal procedure when visitors enter.

Even when that fallacy had been exploded the children were both friendly and fascinated by a teacher from another land. For some days after my visit to the school I was accompanied by groups of them each time I went into the village, and was pointed out to all their friends and relations as "Maestra Inglese," a great curiosity!

History and Geography were added to the three R's in this class, but the third and last class, for eleven and twelve year olds, had no new main subjects to tackle. Their job was to become proficient in those already begun. Scripture, Nature Study, Drawing, Handwork and Gymnastics formed a lesser part of the curriculum of every class. The boys played football, a game about which all Italians are enthusiastic, and the girls a form of Netball.

Considering that these Italian children enter school at six and leave at twelve, and that they have approximately six months holiday in the year, it is surprising what a good standard is reached by the top grade; but it seems a pity that no foreign language is studied.

French and English may be learnt, but only if one has enough money to pay for the secondary schooling for twelve to fifteen year olds. The secondary school to which these particular children could graduate was situated in a larger village some miles away, and the fees were about £20 a year.

This may not seem exorbitant to us but to the average Italian villager it represents a large sum. Add to this the loss of possible income from a potential wage earner and it is easy to see why so many children finish their schooling at twelve.

None the less a large number of Italians recognize the value of further education and do all in their power to

enable their children to attend secondary schools. There is more than one young waiter working fantastic hours to earn school fees for his small brother. Let us hope that it will not be too long before these facilities are provided by the Italian State itself.

Imperial Institute

Establishment of Scottish Committee

A Scottish Committee of the Imperial Institute has been established in Edinburgh under the Chairmanship of Sir Robert Russell, C.S.I., C.I.E. The Board of Governors of the Institute has taken this step, in cooperation with the Secretary of State for Scotland and the Scottish Education Department, in order to provide for the extension of the Institute's educational services in Scotland.

The Committee includes representatives of the following organisations: Association of County Councils in Scotland (Rev. W. Flint), Association of Councils of Counties of Cities in Scotland (H. A. Brechin, O.B.E.), Association of Directors of Education in Scotland (J. B. Frizell, C.B.E.), Association of Headmasters of Senior Secondary Schools, Association of Headmasters of Senior Secondary Schools, Association of Headmasters (Scotland (James Craigie, Ph.D.), National Committee for the Training of Teachers (A. S. Lawson), Scottish Film Council (D. M. Elliott), Scottish Institute of Adult Education (J. Hossack), Scottish Standing Conference of Voluntary Youth Organisations (D. D. Anderson, C.B.E., M.C.). The Committee will co-opt additional members with a special knowledge of or interest in the Commonwealth.

It is intended that the Scottish Committee of the Institute shall act as an autonomous body within the general lines of policy followed by the Board of Governors. Close liaison with the Board has been assured by the appointment of Sir Robert Russell as a Governor and as a member of the Education Committee of the Institute. The Committee will work in close co-operation with the Board, the Education Committee and the Director of the Institute.

The immediate purpose of the Committee will be to establish a Scottish lecture scheme similar to that organized by the Institute for the schools of England, Wales and Northern Ireland, to organize conferences on Commonwealth affairs for the senior forms of secondary schools and in teacher training colleges and, it is hoped, to facilitate the distribution of teaching aids on Commonwealth subjects to the Scottish schools. The provision of lectures for adult audiences will also be undertaken as opportunity offers and it is hoped that, in due course, the services of the Committee to education in Scotland can be steadily extended.

The Committee is being financed partly from Institute funds and partly by means of a grant-in-aid from the Scottish Education Department. Its offices will open shortly at 57, Melville Street, Edinburgh.

The 16th annual conference of the National Association of Local Education Authorities Youth Service Officers will be held at Matlock, from April 12th to 16th. Particulars from Miss K. S. Crawford, conference secretary, Education Office, Leopold Street, Sheffield, 1.





When I say saddle Higgins ...

How much easier it would be to explain the basic principles of a lathe with the Little John Wall Chart. This colour chart 40-in. deep by 30-in. wide has been prepared in collaboration with Metalworking Instructors specifically for educational purposes. It is simple enough to be readily understood by first year metalworking students in Secondary

Schools and shows the main operative parts of the Little John Lathe. Charts are now available for a nominal charge of 2s. 6d. Write today for your copy.



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£250,000 for Village Halls

Since the restoration of grants to village halls in December, 1954, financial grants totalling about £250,000 have been offered by the Ministry of Education towards 166 new village halls and a further 118 halls which have been helped with grants for equipment or improvements to existing accommodation.

This was announced by Mr. Dennis Vosper, M.P., Parliamentary Secretary, Ministry of Education, when he opened a new village hall at Stowupland, Stowmarket, Suffolk

The process of education never ends, said Mr. Vosper. Education did not begin at the age of five and end when a child left a secondary school. It was something that was with us for the whole of our lives. In later years it meant making proper use of leisure; for this reason the village hall was very much in our interest.

"I am no opponent of television, which I believe, if wisely used, can be of great advantage in the cause of education," said Mr. Vosper. "Do not, however, let it deprive us of our power to make our own amusement and recreation which has for so long contributed to the vitality of English life."

The continued prosperity of the countryside did not depend solely upon the operations of the Agricultural Wages Board and the February Price Review. It was dependent also upon the services and amenities in the villages being competitive with those becoming available in the towns.

The Government had decided to give priority to rural areas in a number of ways, and one of the most important of these was the restoration of grants to village halls and community centres which for the previous few years had necessarily suffered restrictions. That this policy had been successful was evident from the enormous number of applications that the Ministry had received.

School Heating Survey

An intensive survey of about 160 school heating systems has been carried out by the Building Research Station, in order to obtain information about the performance of different types of systems and to find possible ways of reducing fuel consumption.

From the investigation it was found that coal-fired warm air systems and coke-fired radiator systems were about 25 per cent. more economical in fuel consumption than coal-fired radiator or floor panel systems. Warm-air systems in which the room temperatures are controlled by thermostats controlling the fan motors were found to be very flexible. Nevertheless, in almost all the systems surveyed the fuel consumptions were much higher than experiments and calculations proved to be necessary.

The main reason appeared to be that when the systems were closed down to night conditions, the control settings were too high for economical operation, and the buildings were therefore kept too warm during periods when they were not actually in occupation. It was found that some systems provided continuous heat in buildings which were occupied for only about forty of the 168 hours in a week.

It appears that the ideal school heating system would

be one in which the plant can be operated intermittently so that fuel consumption is kept to a minimum when heat is not required. In order of efficiency from this point of view, the systems are: forced warm-air systems, radiator systems and floor panel systems. In all the cases investigated it was found that economy could be increased by installing control instruments and using control settings.

The investigation showed that each of the systems could provide adequate comfort for teachers and children, but that in many schools, old and new, the existing plant could be controlled more economically without lowering the standard of comfort provided.

The Reith Lectures, 1956

The Reith Lecturer for 1956 will be Sir Edward Appleton, G.B.E., K.C.B., D.Sc., LL.D., F.R.S., Nobel Laureate, Principal and Vice-Chancellor of the University of Edinburgh. The lectures, "Science and the Nation," will be broadcast on the B.B.C. Home Service in the autumn. Since the pattern of events during the next six months will influence their content, Sir Edward will not be able to prepare and release a synopsis of his lectures until much later in the year.

Few can bring as much experience to bear on the subject of "Science and the Nation" as Sir Edward, whose activities range from those of working scientist and university professor to the administration of the scientific Civil Service and of a great university. A Yorkshireman in his sixties, he went to school in Bradford and then to St. John's College, Cambridge, where he finished his studies just before the outbreak of the First World War. He saw service in the West Riding Regiment and was subsequently a captain in the Royal Engineers. In 1920 he returned to the Cavendish Laboratory at Cambridge, and after four years was appointed Wheatstone Professor of Physics at King's College, London, where he remained for twelve years. It was during this period that his researches for which, when occasion arose, he "borrowed" a B.B.C. transmitter led to the discovery of the ionised layer in the atmosphere known universally as the "Appleton Layer." Sir Edward himself has a more modest name for it.

The year 1936 saw him back in Cambridge for a short spell as Jacksonian Professor of Natural Philosophy, but by the outbreak of the Second World War he had been appointed Secretary of the Department of Scientific and Industrial Research where he remained until 1949, when he became Principal and Vice-Chancellor of the University of Edinburgh.

Mr. D. J. James, a London company director, whose parents came from Cardiganshire, has given £30,000 to St. David's College, Lampeter, to endow a chair of Pastoral Theology. This is described as "the study of the practical application of the science of theology to the everyday life of man."

The Institute for the Study and treatment of Delinquency will hold their Spring Conference at Eastbourne from April 20th to 22nd. The subject will be "Cruelty to Children" and the director of the conference Dr. T. C. N. Gibbens. Details from the Secretary, I.S.T.D., 8, Bourdon Street, Davies Street, London, W.1.

THE MATHEMATICS OF CENTRAL HEATING AND HOT WATER SUPPLY

The cost of any heating service is equal to the sum of

- (a) the cost of appliance and installation
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 - (d) careful design and manufacture ensure that very little maintenance is required.
 - .*. Since a+b+c+d = the cost of any Heating Service it may be seen that the Potterton Oil-Fired Boiler is the most economical means of supplying hot water for central heating and domestic purposes if oil is the fuel to be used.

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SCHOOL GOVERNMENT CHRONICLE

EDUCATION REVIEW

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MARCH, 1956

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Month by Month

THE Chancellor of the Exchequer was asked University early last month by Mr. Woodburn, M.P., what were the grants made by the Government for each of the years from 1937-38

to 1950-51 inclusive. Mr. Macmillan in reply stated that the actual payment in 1937-38 was £2,116,300. By 1945-46 the grant had been more than doubled. The sum was increased thereafter until it reached a record total of £21,473,415 in 1950-51. The estimated actual expenditure for 1955-56 was given as £32,225,000. In the light of these figures it cannot be said that the Government has failed to support financially the development of university education in Great Britain. It is presumed that the figures related to Great Britain and not only to England and Wales. A number of Institutions of Further Education which are not universities are included among the beneficiaries of Government grants. It must be quite evident that the Government's refusal to make any grant whatever towards the university education provided at St. David's College, Lampeter, cannot be justified or explained on grounds of economy. The magnitude of the above figures make that quite impossible. It has been admitted now that the refusal was not made on educational grounds. What has never been made known is the reason, explanation or excuse for the Government ban on this college, which is all the more remarkable when one recalls the High Court criticism of Government obstruction, when the College Council sought to clarify its position. The College is thus compelled to carry on, alone of all such institutions, without a penny grant from the Exchequer. More amazing and more distressing is the Ministry of Education refusal to recognise, for the purpose of aid to students, the scholarship awards made by the College. An appeal has now been made to the public for £100,000 to enable this old established college to carry on its good work. The sum asked for is a very modest one. It is to be hoped that it will soon be wholly Local Education Authorities are more enlightened than the Government in that they do recognise and, in appropriate cases, grant aid to students who apply for assistance towards degree courses at Lampeter.

Grants Students.

THE National Union of Students has now published, for general sale at one shilling, its 1955-56 Survey of Local Education Authority Awards to Students and Grants Year Book. The Union has thus made

public a mass of information of interest and importance to universities, local education authorities and students. The Survey covers a year in which, as is acknowledged, there was "a remarkable improvement in the grants" awarded to training college students as well as a further improvement in grants to university students. Survey gives not only detailed information supplied by Directors of Education of Local Education Authorities-"without whose generous assistance," the editors say, "this Survey could not have been prepared"-but beliefs held and suggestions made by the Union itself. The Union believes that it would be in the best interests of higher education if parental contributions were abolished. Dealing however with things as they are, the Union has as one of its main aims that the accident of residence should make no difference whatever to the rate of grant received by the student. The information given in the Survey shows how much the factor of residence does in fact influence the award. For the first time the Union cannot comment adversely on local variations in the incidental allowances paid to Training College students. They look forward all the more to the day when a unified system is applied to University grants. They ask too whether the pooling scheme governing the Authorities' expenditure on aid to Training College students could not be extended to their grants to university students. The Survey shows that practically all local authorities had accepted the provisions of Administrative Memorandum 502 for term time rates and that the number of awards made by authorities is determined by the number of candidates qualifying rather than by the amount of money which an authority may consider that it can properly spend during the year. The large majority of authorities have accepted the recommendations of the Vice-Chancellor's Committee (Section V of the June, 1955, Report) that candidates should be eligible for local authority awards, provided that they offer two subjects at the appropriate level, i.e., at Advanced and or Scholarship level. The reference of course, is to that recommendation as subsequently embodied in the Working Party's Report. A score or more of local education authorities stated that they preferred candidates with passes in three Advanced subjects or at least with high marks in two. The tendency

to conformity with the recommendations is likely to bring about an even greater degree of uniformity in 1956-57. There are some matters in which the autonomy of local education authorities may have to be sacrifiedd in the larger national interests and in order to secure that equality of uniformity which is fundamental to the present statutory system of education.

THE present position has become so Standards. bewildering that one has to refer to Ministry of Education Circular 263 of three years ago and compare the standards there suggested with those which are now being adopted by some of the new universities. The Ministry of Education reminded local education authorities that for students of outstanding academic attainments there were university open awards and state scholarships. Obviously, therefore, local authorities awards should not be conferred on students in this category. Their awards should be regarded "not as prizes to outstanding students, but as a proper form of assistance for students of good all-round ability for whom it is in the public interest that a university education should be provided." For this reason the Minister agreed with the Vice-Chancellor's view that passes in two subjects at advanced level in the G.C.E., together with evidence of general education still constitute "the appropriate minimum standard in considering candidates for awards." The shortage of trained scientists and engineers has apparently caused a lowering of standards for university admission, which can only mislead most

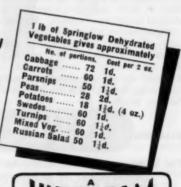
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seriously the students who are admitted on results so very much below those which will qualify them for local authority assistance. It is now possible for a prospective scientist or engineer to secure admission to say a faculty of applied science with nothing more than a moderately useful "Ordinary" General Certificate of Education. Even one pass at Advanced level is regarded as quite unnecessary. The university, on its part, is as helpful as possible to the student. The degree course is extended from three to four years in order that during the first or preliminary year the undergraduate can do the VI form work necessary to bring him up to Advanced G.C.E. level in the necessary branches of science or mathematics. Even if a local education authority were disposed to assist financially in such cases, it would not only have to abandon that "appropriate minimum standard" recommended both by the Ministry and the universities themselves, it would have to pay the student for four years instead of three. In other words such sub-standard students would add 331 per cent. to the authorities' expenditure on university awards. It is not unreasonable to suggest that representatives of universities and local education authorities confer on this new development.

THE Chief Education Officer for East Educational Sussex, Mr. B. S. Braithwaite, addressing Opportunity, the London University Institute of Education last month on "Educational Opportunity" referred to grants for university education. Such grants had removed one of the former barriers to education opportunity, but in Mr. Braithwaite's opinion the barrier still existed for the middle classes. Opportunities had been created for those in the low income groups but at the same time removed or denied in the higher income groups. Grants for boarding education were avaiable but only on the rather strange principle that "the worse the home the more likely the grant." He was able to show that the aim that education should be universal, compulsory and free had been largely achieved. He was however very critical of the present position regarding "11 plus." The selection examina-tion had become a "ferocious contest for privilege" and parents were anxious to secure their own prestige through their children's performance. The abolition of fees had thereby deprived parents of their former right to invest money in their children's education within the public system of maintained schools. The movement in favour of comprehensive schools he also attributed to parental vanity. Complete equality he regarded as undesirable. Independent schools should continue as such, and thus enable the country to avoid an educational monopoly. One could not divorce innate mental ability from the home background. Even minor injustices had their uses in helping people to preserve their illusions.

Expenditure in the field of Education totalling 90 million pounds is allowed for in the 1956 Hungarian budget.

The British Council has sent to Gibraltar an exhibition of 650 school text books. All the books have been presented by the educational group of the Publishers Association or by individual publishers. The books will later be sent to Malta to form part of an exhibition of books on education, now being prepared, which will also include books on the theory of education and books for teachers.

Religious Training in Schools

In his address as retiring president of the Lanarkshire Teachers Association, Mr. Richard Gallagher, headmaster of Muirhead R.C. Junior Secondary School, spoke of the importance of religious training in schools. Pleading for an intensification of this training he said they must, to the best of their ability, comply with the requirements of the State in providing a secular education of the recognised content and standard and at the same time implant in the minds of their pupils a practical belief in God and a determination to serve Him. This was no easy task at the best of times and it was much more difficult today. Some so-called good parents were too apt to emphasise the material progress of their children to the exclusion of the moral and the spiritual. This was shown in some ways by their reaction to modern promotion examinations. The lives of some children were made miserable almost from the moment they entered school. They were harried and driven beyond their powers by ambitious parents who judged everything by its material rewards. To them the main purpose in education was to train children to pass examinations which would lead ultimately to their obtaining a good

Such parents did not realise and had no desire to realise that the school was concerned with the development of the whole child, not just his intellect, and that the school was trying to produce a child of character.

Mr. Gallagher made a plea for more teaching of religion in schools. Two periods per week devoted to the teaching of religion were insufficient. There should be a daily religious formal lesson even at the expense of cutting the time devoted to other subjects, but teachers should not be content with the formal lesson. The whole organization of the school should be so impregnated with the Christian spirit that religion became the foundation and culminating perfection of the whole of the child's training. In short, the whole school should have what Her Majesty's Inspectors had described as "a religious atmosphere."

Sydney Professor for new Northern Ireland Post

Professor Arthur V. Stephens, Professor of Auronautics at Sydney University since 1940, has been appointed the first holder of the new Chair of Aeronautic Engineering at Queen's University, Belfast.

Professor Stephens will fill one of the key posts in a major expansion scheme at Queen's University. Nearly £2,000,000 is being spent over a four-year period in the building of new departments surrounding the old University structure. One of these will be for aeronautic engineering.

The decision to establish a Chair in this field was taken early last year following an offer by Short Brothers and Harland, Ltd., the Belfast aircraft manufacturers, of substantial financial aid towards the capital cost. This will, in a way, be an investment of some value for Short Brothers, as students who graduate under Professor Stephens will have an industry demanding technical experts "on their doorstep."



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Overtime Galore

By Junius.

In all walks of life it is the exceptional person who I scorns the opportunity of adding to his store by cashing in upon a few periods of extra work. Forty-five years ago the salary scale for a certificated male teacher (untrained) in a large northern county was £70—5—£100 per annum, and for a two-years college trained person £75—5—140. In his valedictory addresses to his college leavers the Principal of one of these celebrated training institutions is supposed to have advised his to be sure to provide themselves with a top hat and frock coat,' the insignia of a dignified although somewhat meanly recompensed profession. In fact it was customary in some places to attend for interviews for posts arrayed in this awe inspiring garb, worn by the most opulent of the committee members at occasional important functions and generally on the sabbath when attending a place of worship.

The fortunate applicant was, in the case of a non-provided or church school, expected to take some interest in church work such as playing the organ, training the choir, lay reading or assisting in the Sunday School. Often, there was a procession from the day school to the Church, especially on Ascension Day, and on Sundays, and then the top hat and frock coat were greatly in evidence.

And what was the reward for all this? There was little direct chance of any immediate monetary reward but there were prospects. There was the long distance prospect of the Headship, when the Head left for other pastures, either by transfer to another post, or by death or by retirement owing to age. Then the Managers could show their appreciation for loyal and faithful services rendered, without fee, by bestowal of the Headship. But there was actually another source of income, based on a short term policy, arising from teaching in the Evening Continuation School. This teaching usually required attendance on three evenings per week from September to June, minus the intervening holidays. The teacher of science had very little apparatus (enough to fill half a cupboard space) so his lessons were often of the demonstration bench order, culminating in a stream of dictated notes, illustrated by blackboard sketches, suitable for the examination test to be undergone later, and possessed of a repetitive flavour whose disguise was hardly necessary. In short, the lack of material to ensure individual work tended to reduce evening class lecturing to a fine art. The gramophone had still to emerge but its forerunner was often enshrined in the phsyical make-up of the teacher.

Improvement of Qualifications

The ambitious young two-year man found to be deprived of a University education because of lack of finance was often prepared to make up this deficiency even if such a course demanded travel by the hard way, the "evening" way, to secure the coveted degree or diploma and this meant the sacrifice of his own evening classes in order to attend the evening classes held by others for his own academic benefit. The non-collegiate

outcast was often in a worse plight. He badly needed the money to live and maintain his respectability and at the same time wished to improve his qualifications. So he had, perforce, to make a choice. Some of the most ardent spirits tried to do both and burnt gallons of midnight oil and studied from second-hand text-books. And many of those with good intentions who fell by the way, reconciled themselves to their lot and returned year after year to the long evening grind of the evening continuation school at a few shillings per hour—paid quarterly and known as overtime.

This evening continuation work, a euphemism for night school, was generally hard and laborious and demanded specific qualities, including a high measure of control, under conditions far more rigorous than obtained in the day to day class. Both teacher and students were in attendance after an arduous day's work. Sometimes the students attended under pressure from parents and employers. Interest had to be maintained otherwise the members in the class would fall below the datum line and classes would have to be combined or closed and the services of the teacher discontinued. There was necessarily a most unwholesome wastage and the few who emerged proceeded to the Technical Colleges and Higher Education Institutions, where again they were submitted to a periodical process of testings, which in the end either daunted them and compelled them to surrender, or were successfully passed and discarded, later to be viewed in retrospect as golden steps in the glorious struggle to the grand finale. This processs of evening work was repeated, in stages, from the preliminary to the final and naturally made great demands on the mental and physical reserves of the

In the early stages it was mostly teaching, in the later stages lecturing, an attitude of don't care on the part of the students changing to "a need at all costs." There were some teachers who were not content to be out for three evenings per week; they undertook more, and in time they began to show signs of wear and tear, their day work began to be affected and local education authorities had to insist by regulation on a limit being placed upon this kind of work.

In the higher reaches, viz. the Universities and Technical Colleges, where numbers of evening students tended to fluctuate, members of the permanent staff undertook evening duties, some as part of their normal ten sessions of 30 hours per week, others as extra to all this. In some colleges the entire periods of overtime involved amounted in the aggregate to the time usually undertaken by ten or more full time members of the staff. Those members concerned in these extra periods were performing two very useful functions. They were acting as staff adjustments to allow for the variations in student enrolments and as members under college discipline they were ensuring the continuance of the high standard of work and safeguarding the various properties of the college. On the other hand they were curtailing their own opportunities for modernizing their

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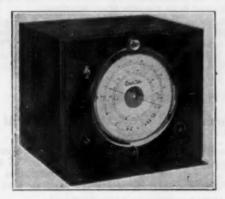
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outlook, restricting their work of research and drawing largely on their mental and physical resources. But behind all this existed the spectres of economic standards and instability. Men and women who have accustomed themselves to standards of living based upon basic salaries plus extras and have entered into certain financial commitments are not prepared to change their modes of living without a struggle. They desire to continue until the financial burden has been eased and then they can relax. From time to time attempts have been made to abolish overtime by annual curtailment over a period of years and by outlining this policy at meetings at which candidates are appointed. Again it has been argued that the recognition of the need for overtime is an implication that the basic salary is too low for the post.

There is no doubt that evening classes will continue so long as industry and commerce monopolise the hours of daylight and any diminution in demand at the lower end of the scale occasioned by the rising of the statutory school leaving age will be compensated for by the demand for classes both of a higher intellectual content and of a practical bent, both types being rendered necessary by the desire to use leisure time more profitably.

Qualifications

Glancing through a list of application forms for Headships, one is struck by the many aspirants who have "come up" the hard way. Only those who have trodden the path can realise the sacrifices to be endured to struggle through to matriculation, to attend for hours in the evenings at a college or university, braving all weathers, working during holiday periods and on Saturdays and Sundays, writing up notes, visiting libraries to verify references and answering questions set for homework. The town dweller is indubitably placed in a coign of vantage—the knowledge he requires is readily accessible and available. But pity the country dweller who has to depend on a correspondence course and on the goodwill and co-operation of the county librarian. Those who have been fortunate enough to enter for a "day" course of study at a University, ancient or modern, cannot realise or even appreciate the trials and tribulations which had to be experienced by their less fortunate colleagues, and many a second or third class honour man or even a pass man whose degree has been achieved solely in fluctuating periods of overtime, might have fared better under improved conditions. Some of these men and women once having discovered the urge for study have continued to add to their qualifications, perhaps a second degree, perhaps a research degree or perhaps a diploma in some subject which especially appeals to them. Financially they have lost the amounts of money, the fees, they might have earned during the periods when they were engaged in courses of study to improve their qualifications, but they have also gained a greater bargaining factor in the pursuit of a more congenial post or a post demanding organizing and administrative ability founded on a good intellectual background.

One would naturally opine that these supermen and women who had eschewed most of the lighter aspects of leisure to achieve their coveted qualifications and made such great evening hour sacrifices would from henceforth reject any overtures made to them to undertake evening work. But such is not the case; they are better qualified;

they are able to demand a higher rate of pay than the unqualified and they appear ready to undertake any work which comes to hand. For them overtime has no terrors, it is just a recompense and a repayment for past opportunities surrendered and the time liberated wisely diverted.

N.U.W.T. Annual Conference

The annual conference of the National Union of Women Teachers will be held in Worthing from April 4th to 6th.

The Mayor of Worthing (Councillor D. W. Morecraft) will give a Civic Welcome to delegates and speeches of welcome will also be made by the Rev. D. F. Wilkinson, M.A. (Rural Dean of Worthing), Brigadier Prior-Palmer, D.S.O., M.P. (Worthing), Mr. C. W. W. Read, B.Sc., Ph.D. (Director of Education, West Sussex), and Mr. R. S. Kay, M.A. (Borough Education Officer). Mrs. E. M. Raynes of Otley, Yorkshire, will be inducted as President and will give her Presidential Address.

The first motion on the Agenda is presented by the Central Council and deals with the question of equal pay. The actual terms will not be made known yet, as there may be an announcement on the present negotiations on teachers' salaries. Similarly as the Teachers' Superannuation Bill is still being debated in the House, the drafting of the motion is being deferred until the final situation is known, but it is certain that opposition to the rise in teachers' contributions will be expressed. The recent controversy on the collection of national savings and school meals money will give added point to the Central Council's motion on extraneous duties and also to the motion from London asserting that the cost of the school meals and medical services should be dissociated from the education estimates.

The Mayor of Worthing has very kindly agreed to give a Civic Reception to delegates, and an informal social will be held by the Sussex County Association at the outset. Plans have also been made for delegates to have a two-hour drive through some of the interesting villages and beautiful Sussex countryside.

International Federation of Musical Youth

A concert by an international orchestra of young musicians from 18 countries is to be a feature of the annual Congress of the International Federation of Musical Youth, to be held in Madrid and Barcelona in April.

The Federation, formed to encourage a love of music in young people all over the world, now numbers some 400,000 members. Headquarters of the movement are in Brussels.

Plans to speed up the expansion of the movement have been formulated and will be submitted to the April Congress, which will also consider questions concerning the exchange fellowships awarded by Unesco, which enable young musicians to study and perform abroad. This year, under fellowships already awarded, two Brazilian pianists are touring Europe, and concerts have been arranged for a young French pianist in Canada, the United States and Latin America.

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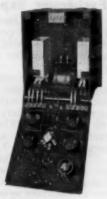
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Not Enough for School Books

An amendment to double the increase in the allowance for books was narrowly defeated at the last meeting of the Essex Education Committee.

The Estimates Sub-Committee recommended an increase in the amount of money per head for books—at present 17s. in primary schools—to 18s., with a 3s. increase for secondary schools. Mr. E. C. Hardy wanted this further increased to 19s. It would cost £10,565, he said. It was a false economy to cut down on the education of the young, he declared.

Mr. A. F. J. Chorley, who seconded the amendment, said an increase of only 1s. would merely "mop up" the increase in contract prices and purchase tax. "That merely holds things as they are, and does nothing whatever to meet the repeated comments of Her Majesty's Inspectors who had 'stressed repeatedly' that many Essex schools were spending too little on books."

Mr. G. F. Chaplin, opposing the amendment, said that to pass it would increase schools' purchasing power for books by 12 per cent., whereas costs had increased by only 6 per cent. He had been told that the book capitation allowance was adequate.

Earlier, Mr. P. S. Powell, chairman of the Estimates Committee, said not one of them expected a decrease in the estimates. In fact they have increased from £17½m. to £20½m.; and in a growing area like Essex, with two new towns, Harlow and Basildon, the addition of the L.C.C. estates and the increasing population, an increase was inevitable.

There were 10,000 additional children likely to be provided for next year; there were more teachers to teach them; there were increases in teachers' salaries, and there was the equal pay award. In spite of their efforts to keep pace with the abnormal increase in child population, and a building programme of over three millions annually, there were over 7,000 children in Essex who have to be educated, because of shortage of schools, in halls and so on. This was something they were working to avoid.

"The deficiencies in these estimates," said Mr. Powell, "will be £19,414,004; the Ministry will grant £12,269,264, and the rate borne expenditure will be £7,144,740. The actual increase on the rate borne expenditure over the previous year is £852,842. It is our duty as educationists to do the best we can for the children of Essex. There is no better investment."

Exchequer Expenditure on Education

In the House of Commons Dr. King asked the Minister of Education what percentage of the Budgets of 1938 and 1955 respectively, were spent on education; and what was the number of schoolchildren in each of these years

Replying, the Minister, Sir David Eccles, said that exchequer expenditure on education including universities in 1955-56 is estimated to be 7·11 per cent. of all Government ordinary expenditure, compared with 5·95 per cent. in 1938-39. The number of pupils at grant-aided primary and secondary schools, excluding special schools, was 7,460,000 in 1955 compared with 6,322,000 in 1938. The figures for educational expenditure and the numbers of children relate to England, Wales and Scotland. Capital expenditure has increased very substantially in comparison with pre-war.

Summer Film School

For the thirteenth annual residential film school from August 18th to 31st, the British Film Institute moves this year to Ripon College in Yorkshire. The college stands in its own grounds and is within five minutes of the centre of the city. The district surrounding Ripon is beautiful, with Fountains Abbey within walking distance and Harrogate and York easily accessible.

The course is a general one, embracing the art, history and sociology of film, with particular emphasis on aesthetic and critical aspects. A study of the film industry, particularly on the production side, will be made, and guest lecturers will be drawn from the ranks of professional film-makers. The importance of film as a social influence, its effects on children, the production of films for children, film appreciation work and film-making in schools and youth service will be fully discussed. The history of the cinema, from 1895 to the present day and the national contributions made to it will be covered very fully by lectures illustrated by extracts and by evening film programmes of many of the early classics.

Another feature of the school will be 16 mm. film making. Technical instruction will not be given but students will have opportunities of preparing film treatments and scripts for discussion and critcism and short film exercises will be shot, processed and exhibited during the fortnight. This was a particularly enjoyable and successful feature of last year's course.

No Further Restriction on Teachers' Duties

At a meeting in London on March 3rd, the executive of the National Union of Teachers reviewed the progress of the Superannuation Bill and noted that the Report Stage and Third Reading of the Bill were to be taken the following week.

The Executive had examined further measures which might be taken to express its undiminished opposition to the Government's demand for an increased pension contribution and its disappointment at the failure to make proper provision for widows, orphans and dependants.

Among the possibilities examined was an instruction to Union members to take no part in school meals accounting and other non-statutory ancilliary tasks connected with the school meals service.

After prolonged and thorough examination of this measure the Union's Executive decided not to issue such an instruction but expressed the hope that the Government would do something to meet the wishes of the teaching profession with regard to the increased superannuation contribution and to the provision of a proper scheme of benefits for teachers' widows, orphans and dependants.

West Riding grammar school boys who in 1952 were granted university scholarships for their qualities of leadership rather than academic merit have justified the experiment, says a report of the Chief Education Officer of the West Riding County Council. Nineteen of those students have since gained honours degrees, says the report, whereas under the pre-1952 system they would not have got to a university at all. The qualities of leadership were determined largely on headmasters' reports showing the part played by the candidate in the life of his school.

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Electricity in Education in the Low Countries

Miss Mary Mitchell, a senior demonstrator under the London Electricity Board, who has been visiting Belgium, Holland, Denmark and Luxembourg under the auspices of the Electrical Association for Women, gave the following details on electrical education in these countries in the course of delivering the tenth Caroline Haslett lecture.

In Belgium each electricity supply company makes its own arrangements with the education authority; for instance the company based on Malines sells cookers to schools at half price, and services them at cost price of materials only. Every school in the area has at least one electric cooker, and one has as many as twenty. Elsewhere I found specially low tariffs for schools and colleges.

As in this country Housecraft Advisers keep in touch with the schools; the Housecraft Adviser in L'Union des Exploitations Electriques en Belgique (U.E.E.B.) visits schools in and around Brussels giving talks on electrical subjects.

My first visit to a Belgian school was in a rural area near Audenaarde where I saw the teaching kitchen, laundry room, ironing room and dairy. All the girls were taught milking and butter making. There was an electrically operated churn for making the butter and another worked by hand in which the butter was

In the Normal Schools, with technical courses in women's subjects, are students aged fourteen to twenty-one years, in training as domestic science teachers, milliners and dressmakers. The teaching kitchen for teachers' training at Charleroi, was very well equipped with gas and electrical apparatus in equal proportions. Here the students work in pairs, in what are virtually individual kitchens. There were four of these kitchens on each side of the room.

My general impression was that the Domestic Science centres ranged from the "making headway" to the very good.

In Holland I saw sixteen schools, old and new, from rural primary to teacher training. Domestic science training is well established here and the centres are well equipped. In spite of the statutory twenty-four pupils to a class the arrangement of the rooms made the number manageable.

For cookery two girls work at each table with utensils, stores, crockery, sink and cooker for each table grouped together to eliminate walking about. The cookers were usually equally divided between gas and electricity; if mains gas was not available bottled gas was used; in many schools there was also a coal range and a petrol stove. I was told that coal cooking was still taught because of the numbers who emigrate. Thousands of Dutch and Danish people have emigrated to the British Commonwealth since the war, particularly to Canada, Australia and New Zealand. As they usually took up farming, they often had only solid fuel cookers in their new homes.

Most laundry rooms contained at least one washing machine, and very often a spin dryer. A room off the laundry was equipped with flat racks for drying woollens, and pulley hangers for other clothes. Most ironing rooms had electric irons and flat irons.

In the smaller schools the laundry room was combined with the kitchen referred to as a "combination lokal." Table tops were fitted over the cooker hobs to protect the cookers and increase the table space alongside the sinks.

Much importance was attached to needlework. There was an adequate supply of sewing machines, all treadle, and good space for cutting out. Often there was a curtained cubicle in which to try things on.

In Denmark I saw co-educational schools at secondary modern level. When the girls went to cookery the boys did woodwork but the staff expressed a hope that at some time there would not be this separation of interests.

The North Zealand Supply Company supply, free, a standard set of electrical equipment upon request by any school.

My general impression throughout the countries visited was that electric cookers, washing machines, mixers, contrifugal dryers, and irons were the accepted thing, especially in Holland, and that housecraft was generally electric. Where there was scope for housework, as distinct from cookery and laundry, suction cleaners were provided.

The co-operation between the educational and electrical authorities was excellent, if what I saw of it was typical of the whole area.

In Holland there is a third party to this co-operation in the cooker manufacturers who produce special cookers with switches front and back so that the teacher can supervise from any point of the room.

The Training of Domestic Subjects Teachers and Electrical Housecraft Advisers.

In Belgium and Holland Domestic Science training is designed for teachers. In Holland there are differences in the courses if the teacher will work in the town as distinct from the country. The training will include some months in an institution with large scale equipment, both for cookery and laundry. Some time is also spent in selected private households.

The training with the country bias includes work in farmhouses, and on farms, including pig and poultry care, dairying, horticulture and general agriculture. Experiments in quick freezing are carried out in some colleges.

In Holland all Domestic Subjects students do an intensive electrical course at K.E.M.A.

Thus almost all Belgian and Dutch Electrical Housecraft Advisers are trained teachers, and many have institutional experience.

In Denmark the training is similar but shorter, though most experienced people consider it should be longer and with more practical work, outside college, included in it.

In a statement welcoming the Government White Paper on Technical Education the A.T.T.I. notes the list of twenty-four Colleges which now receive 75 per cent. grant on expenditure on higher technological education and the statement that a "few" more may be added to the list, and also notes the statement that these are the Colleges which are to be developed as Colleges of Advanced Technology. In the view of the Association this list is inadequate as there is not in the list one College in the area of England south-west of a line from Birmingham to Brighton nor one in East Anglia.

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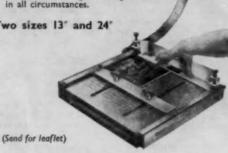
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Five Years of Achievement.

Sir George Dyson, Chairman of the trustees, presided at the annual meeting this month and in moving the adoption of the forty-second annual report pointed out that it contained a brief survey of the quinquennium which ended in 1955.

They could, said Sir George, look back on those five years with legitimate satisfaction, in that they had helped many admirable social enterprises, and had kept a fair balance between the varied types of activity traditionally associated with the Trust. It was especially interesting to note that although they had no overriding plan five years ago, the quinquennium had brought its own series of achievements, some of them new, some of them logical expansions of policies already approved.

There had been two major building schemes. One of them, the Scottish Central Library, was the final corner stone of a policy inaugurated by their founder and pursued by the Trust for upwards of forty years. The other, the Cheshire Home for the Sick, was an entirely new venture, but it had been widely accepted as a model, and might well have a beneficial influence on other institutions with similar aims.

Several further grants for buildings grew out of the enquiries concerning juvenile delinquency which were conducted by Dr. Stott and Mr. Mack. The one directly linked with the care and training of such boys was the enlargement of the West Ham Central Mission's home at Greenwoods in Essex. But both Dr. Stott and Mr. Mack stressed the crucial importance of the family problems which so often lie behind the social misbehaviour of the young. and it was from this angle that they helped the Brentwood Home, near Manchester, for mothers with young children, and the Liverpool scheme for rehabilitating sub-standard families in small furnished houses bought and let for this purpose. They were then led even more deeply into this field by the widely held conviction that while family troubles might be one of the contributory causes of delinquency, the family failure itself might arise from, or be greatly aggravated by, the lack of a helpful environment in the community as a whole. From this conviction grew the Bristol Project, which is a comprehensive and concerted effort to stimulate the growth of social standards, neighbourliness and spontaneous co-operation for community activities and services, in an area hitherto lacking these aids to social life.

On the side of creative leisure, the county music and drama plans had continued to be effective, and there had been a most welcome expansion of the scheme for helping practising art clubs to get expert advice. Five years ago this last project was a small experiment. It is now a substantial national policy. The Trust had continued to co-operate with the Museums Association in advising and helping the smaller museums, and one large grant had been made to Taunton, for the furnishing and display of model galleries containing exceptionally fine exhibits.

There had also been one or two minor grants of special interest, the rebinding of the unique Book of Kells in Dublin, a grant to help the Bowes Museum in Durham to keep open, and a sum to pay for the manufacture of a number of Arcaids, that most ingenious braille-typewriter-machine for the blind-deaf.

The New Quinquennium.

In referring to the future, Sir George said their policies for music, drama, and the fine Arts will go on, and they had wondered whether they might promote some kind of analogous scheme to help those amateurs whose leisure pursuits are scientific rather than artistic. The museums' service would also continue and the joint committee would share in representations to the Chancellor of the Exchequer on the need to consider the urgent problem of museum and art gallery finance as a whole.

In regard to new activities, Sir George Dyson said he would mention two which might be developed. The first was to do something to attract visitors to our new National Parks, and the second field which had been suggested to them was the problem of the handicapped child in the home. Here the key words were "handicap" and "home." Some children were born with innate disabilities. Even delinquency itself might be, from this point of view, a kind of moral handicap. The temptation is too strong, the character too weak to resist, the more so if the child's surroundings are unfavourable. But what they had now in mind were those mental and physical handicaps, often combined and always tragic, which prevented a child from pursuing the normal processes of physical and mental education. In all these cases the experts are agreed that to take the child away from its home is at best a most unfortunate necessity. Can anything be done to simplify and make known any approved remedial aids or exercises that parents could apply or supervise in the home itself? That was the problem, and no one could deny either its urgency or its difficulty, but it was already clear that what is needed in the first place is a very careful survey in one or two selected areas. From this survey they might learn to discover and classify some of these needs, and possibly find some way of inaugurating an experimental service for a chosen group under expert supervision.

Staggered School Holidays

A proposal by the National Association of Divisional Executives for staggered school holidays has been rejected by North-East and Mid.-Essex. The North-East Essex Divisional Executive said that the matter can only be thrashed out at national level in consultation with industrialists and other interested parties, and added that the holidays planned for their area suited the majority of parents and teachers. Mid.-Essex Education Committee said that such a change is not feasible in their area because works' holidays and harvest dates affect holiday arrangements, and that considerable difficulties would arise in relation to the General Certificate of Education examination.

Safety Requirements for Catering Equipment

B.S. 2702-1956 "Safety requirements for catering equipment (steam heated)" has recently been published. This British Standard has been prepared as one of a series of standards for canteen equipment by the Ministry of Education in connection with the schools building programme. It is, however, not limited to this application and is equally appropriate to steam cooking equipment used in catering establishments.

The standard covers safety requirements for wet steaming ovens, jacketed pans, hot closets and water boiling appliances supplied with steam from an independent source. No attempt has been made to specify dimensional requirements because of the lrage variety of sizes and types of appliances which are manufactured to suit customers' special needs.

Copies of this Standard may be obtained from the British Standards Institution, Sales Branch, 2, Park Street, London, W.1. Price 2s. 6d.



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FILM STRIP REVIEWS

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CGA 697 Sea Birds.

So Tom Weir has an eye for a bird as well as for a snowy summit or a verdant valley. This levely colour strip shows that he can handle the atmosphere of the sea coast to advantage. Not all the photographs are his but those which are rank very well alongside the other experts. Fifteen species are dealt with providing a splendid range of varied form and habits. The Farne Islands and Bass Rock are figured. The script is full and informative, including all that the average scholar should want to know, and it is a good point that the measurements of each species are given. 24 frames.

CGA 687-The Sea Coast.

An addition to the Physical Geography series. What we called physiography must now be termed geomorphologya term that has not yet found its way into some of the most recent dictionaries; and how many of us who have stood on Chesil Beach would have realised we were standing on a tombolo? Even W. G. Moore who contributes so frequently to Common Ground will have to see to it that tombolo has a place in later editions of his excellent "Dictionary of Geography." All this goes to show how up to date this filmstrip is. In the nature of things we might have expected some lovely seascapes here but in the interests of science beauty has to be sacrifieed for stark reality. The photographs here very aptly portray the force of the waves, the work of denudation and construction. Some very useful diagrams explain the formation of a submerged coast and an emergent coast and the strip concludes with some special types of coast including coral formation. An essential addition to this fine series; and for those seeking for pictures of larger portions of coastline the companion strip 'The Seaside" must not be forgotten. 36 frames.

CGA 671-Saint George and Saint David.

The first of a new series entitled "Lives of the Saints" which should prove a helpful and very useful addition to the strips available for Religious Instruction. It is significant that for once the script gives no list of books for further reading-and none could provide such a wealth of pictures as these. There are fourteen illustrations in colour for each saint and an interesting feature is that events of a fanciful or mystic nature are drawn on a black background, making the presentation unique and helping the child to separate more clearly the strongly probable from the legendary. The strip will have its place in discussions on the Patron Saints of these islands. Intended for the Primary School and admirably suitable.

CGA 689 Introduction to Spain.

In the Geography in Colour series intended for the Primary School. All the photographs are the work of Henry E. Beissel, the man on the spot. Some of these are very contrasty but at any rate point out that sunny Spain lives up to its name. The scholar will appreciate from the pictures that Spain is essentially an agricultural country and industrially well behind other nations; that the Spaniard in spite of lack of material wealth is rich in innate happiness; that this is the country of bull fights and fallas and festivals. 25 frames.

CGA 684 Napeleon.
S. M. Toyne must have enjoyed the difficult task of condensing the life of this military genius and statesman into the capacity of a filmstrip. But even so the script had local parish church and to show the pattern of change in

to run to 58 pages-almost the capacity of the staple fasteners-and 34 of these form the very readable introduction. The strip is conveniently divided into sections dealing with the Young Napoleon, Napoleon the General, Consul and Emperor, and Decline and Fall. Most of the illustrations are from contemporary prints and engravings, a few from cartoons and some from pictures of which perhaps the best is Sir William Orchardson's famous "Napoleon on the Bellerophon." We have found that the average scholar is able to make a fair reproduction of the characteristic stance so outstanding in this picture. It is good to have this splendid strip to associate with Nelson (CGA 217) and Wellington (CGA 385). 40 frames.

CGA 695 The West Indies Region. CGA 692-The Danube Basin.

The latest additions to Regional Geography of the World series. CGA 695 gives a map of the countries concerned and a relief map showing also the direction of the Trade Winds and ocean currents. The tropical forest of Dominica is compared with the semi-desert of Curacao. Native peoples are featured mainly from Jamaica. By far the greater portion of the strip deals with crops such as sugar cane, bananas, cocoa, coffee, spices, and rice; but the extractive industry is also dealt with. Developmental possibilities

conclude the strip. 41 frames.

GGA 692 dealing very well with the course of the Danube through varied scenery and terrain, will serve to correlate the strips of the countries through which it passes: Uplands of Central and S. Germany (CGA 564), Austria (CGA 583) and Yugoslavia (CGA 581). In this strip three sections deal with the Upper, Middle and Lower Danube, with maps of the Danube basin and delta. All the photographs are well selected as is customary with this excellent series. 43 frames.

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. No. 5158-The Baggara Tribe of the Central Sudan.

Earlier strips on the Sudan have dealt with the Zande Tribe, The Latuka Tribe, the Riverain People and the North-East. This strip will make the series still more comprehensive, for here we have an example of a nomadic tribe whose wanderings are regulated by the wet and dry season, and for that reason only. These are the cattle owners of the central rainlands and naturally the greater portion of the strip deals with work in the camp, the remainder concerning the people, their dress and customs, their dances and their market. Three maps indicate the position relative to Africa as a whole, the Bagkara country and the dry season movement. 40 frames.

No. 5145—The Beginnings of Life.

An Epic Strip. This is a reconstruction based on fragmentary evidence but representing the generally accepted views of scientists today. The sections deal with the earth 2,300m years ago. the first ice-age 1,000m years ago and life on the earth 1,000-400,000,000 years ago. The models are extremely realistic and provide a splendid conception of life as it may have been. There are pictures of the earliest forms of animal life and fossils, the latter receiving special attention as conclusive evidence. The strip concludes with the evidence of the lowest forms of living creatures of today which may not differ greatly from their remote ancestors. A strip of great interest to those who like to delve into the past either from the historical or geological aspect. We are promised a further strip which will take the story of evolution through fishes to amphibians. 43 frames.

No. 5157-The Parish Church.

The strip does not set out to show the evolution of the parish church as did a recent strip (Common Ground: CGA 683), but is intended to stimulate an interest in the



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village life throughout the centuries. This excellent strip may well be taken as complementary to the former. Part I deals with the exterior and we have a good look round at the lych gate, the cross, the tower, the belfry, tombstones and a variety of arches; we have close-ups of the corbel and gargoyle. On arriving at the porch we are introduced to Part 2 which takes us to the interior where we view the sanctuary chair, the font, the chancel arch, the Royal Arms, the pulpit, the altar and reredos and a number of varied effigies and memorials. Much useful information is given in the script. 46 frames.

No. 5154 The Old Woman who lived in a Shoe.

Not a story—but an aid to the teaching of arithmetic. The aim of this strip is to make children aware of the signs for the four rules and the equals sign. For that purpose we should have thought that good plain figures and good plain signs (and plenty of them) should appear as "flash" projections in a similar way to the excellent word flashes of the "Happy Venture" reading strips. Instead we have second rate pictures of the old woman and her husband who set about the task of teaching their children the various signs and their functions. Frame 7 says: "Next time they gave the lesson everybody understood perfectly well what was meant by the numbers and signs." That sounds very convincing—we hope the children will find it as easy—we are not convinced. 20 frames.

No. 6113-Muffin goes to France.

This is the last strip that Muffin will make for this very colourful strip completes the series. The venue is of course Paris and if the events are fine fun there is also some eductional value—for the youngsters are introduced to the Arc de Triomphe, Notre Dame, the Seine, the Hotel de Ville, the Eiffel Tower, and the Sacré Coeur; and they meet the mayor, the policeman and the barber, Reading matter is in the form of simple sentences on each frame so that no notes are required. 25 frames.

UNICORN HEAD VISUAL AIDS LIMITED Venezuela.

This is an A.B. EUROPA Filmstrip produced at Stockholm and one of the best we have yet seen from that source. The colour is good and the subject matter first rate. Pictures show the vegetation at the coast and in the immediate interior. The effect of the alternating wet and dry season is obvious. There are photographs showing crops and other productions including the main export—oil. There are illustrations of varied dwellings, and final frames depict scenes in Caracas and the mixed population. 31 frames.

The two filmstrips "Minerals from the Mountains of the West" and "Smaller Land Mammals of Canada," produced by the National Film Board of Canada, and reviewed in our last issue are supplied by Unicorn Head. We regret that the source of supply was omitted from the reviews.

Brighton Education Committee are approaching other Sussex education authorities with a view to the formation of a joint committee to submit recommendations on the creation of a University of Sussex, with a university college in Brighton. Initial capital expenditure was tentatively estimated at over £1 million.

MISCELLANY

Demanding higher wages, 6,000 private school teachers recently went on strike in the Lebanon.

Cambridge University Union Society rejected by 99-76 the motion "that the teachers' lot is not a happy one."

Dr. F. Lester, lecturer at Salford Royal Technical College, has been appointed head of the science department of Hatfield Technical College, Hertfordshire.

Up to October of last year 2,108 new primary schools and 595 new secondary schools (of which 485 were "secondary modern") had been completed since 1945.

In January of this year the number of classes with more than forty pupils on the register was: Primary, 37,573; Secondary Modern, 2,979; Secondary Grammar, 114.

Education authorities in Scotland must get the Secretary of State's approval for the starting dates for all school building projects costing over £5,000 due to be started before October 1st, 1956, says a new circular issued by the Scottish Education Department.

The Medical Research Council have appointed Miss N. M. Goodman to the Mapother bequest research fellowship in psychiatry for the year 1956-57. It will be held by arrangement with London University at the Institute of Psychiatry, Maudsley Hospital, Denmark Hill.

The 65th annual conference of the Education Welfare Officers' National Association will be held at Harrogate from March 31st to April 2nd, when Mr. John H. Baglee (Northumberland) will be installed as president for the ensuing year. Details from Mr. Arthur Warnett, conference secretary, 42, Westwood Avenue, Bradford, 2.

The Southern Regional Council for Further Education have approved a report by their regional academic board on libraries for colleges of further education. It favours centralized rather than departmental libraries and recommends that material in technical college libraries should, so far as convenient, be made available to industry.

Independent or private schools in Scotland which cater for five or more pupils of school age must be registered after March 31st, 1958. A circular issued by the Scottish Education Department, states that the Government have fixed September 30th, 1957 as the day on which Part V of the Education (Scotland) Act, 1946, shall come into operation.

The L.C.C. have approved a scheme for the development of Woolverstone Hall secondary boarding school for boys, near Ipswich. The total estimated cost is £268,361. The scheme will provide an assembly hall, a teaching block, and two blocks each containing two houses, and includes alterations to the first and second floors of the hall to provide staff accommodation.

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BOOK NOTES

The Cruise of the "Conrad," by Alan Villiers. (Univ. of London Press, 5s.)

A recent addition to the Pathfinder series, this exciting book, slightly abridged, tells the story of a young Australian sailor who, walking along the Copenhagen waterfront in mid-1934, saw a full-rigged ship which was due to be broken up. He bought her, named her the Joseph Conrad and sailed her round the world. The book tells the story of his arduous voyage, of the many ports, islands and countries at which he called, and of the storms and calms through which the gallant ship sailed.

A Safe Stronghold by Edgar P. Dickie, M.C., M.A., D.D. (Relig. Education Press, 5s.)

This admirable book presents Christian Apologetics in a racy and attractive form for young people in general and for a class reader in the upper forms of Grammar and other schools. The author has already made a name for his gift of dealing with Christian themes for children and young people in a way that they can both enjoy and understand. Here Professor Dickie deals in twelve fascinating chapters with the modern challenge to belief in Christianity, and with questions that young people are asking about science and religion, psychology, Communism, Humanism, the great Christian themes of redemption, etc., the place of prayer and worship, and a number of other allied subjects. The author's arguments are lightened with anecdotes and metaphors, and for those whose interest has been seriously awakened in the subject there are suggestions for further reading at the end of each chapter.

Television and Religion, by Colin Beale. (Relig. Education Press 1s.)

"The advent of Television with its tremendous and growing impact on the country, is giving the churches a second chance of firmly grasping the opportunity presented by broadcasting on the television screen." This quotation from this booklet is the justification for its publication. Its value is out of all proportion to its length and price. Here the Religious Broadcasting Organiser for the B.B.C. Television Service deals authoritatively with such subjects as the extent of television, who are the viewers, the enlargement of experience that can come into the home by way of the television screen, influence of T.V. on general behaviour and on children, etc. The second part of the book deals with the aims of religious broadcasting and the contribution that Religious Television can make to church services and the work of church, school, and club. All this leads up to the challenging and indisputable conclusion that in television the churches have a tremendous opportunity for evangelism that should be seized at once tarrying for any."

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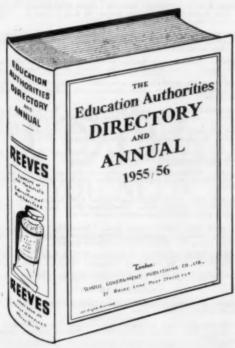
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